DOCUMENT RESUME

ED 280 237 EC 192 138

TITLE	PRISE Reporter, Volume 17, October 1985-June 1986.
INSTITUTION	Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
SPONS AGENCY	Montgomery County Intermediate Unit 23, Blue Bell, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE	86
NOTE	21p.
AVAILABLE FROM	PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19406.
PUB TYPE	Guides - Non-Classroom Use (055) -- Collected Works - Serials (022)
JOURNAL CIT	PRISE Reporter; v17 Oct 1985-Jun 1986
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Behavior Problems; *Child Abuse; Classroom Techniques; *Disabilities; *Education Work Relationship; Elementary Secondary Education; *Instructional Effectiveness; *Interpersonal Competence; Peer Influence; Preschool Education; State Programs; *Teacher Role; Transitional Programs
IDENTIFIERS	Pennsylvania

ABSTRACT

This collection of five issues of the PRISE Reporter examines concerns regarding the education of handicapped students. In addition to a major article, each issue typically includes publication reviews, test reviews, instructional material reviews, a research brief, and a listing of dissemination events. Major articles have the following titles and authors: "Dealing with the Abuse of Children: The Teacher's Role" (S. Craig); "Peer-Mediated Instruction for Young Children's Social Skill Deficits" (P. Strain); "Tips for Managing Problem Behaviors" (P. Campbell et al); "Pennsylvania Accepts Challenge of Transition" (J. Maitin); and "Is There a Recipe for Effective Instruction?" (S. Christenson). Research briefs are on the following topics: self-protection skills for the handicapped, use of the "proximity model" wherein non-handicapped children are included with handicapped children in preschool programs, the skill streaming technique for teaching prosocial skills, the employment status of handicapped youth, and effective teaching in special education. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

PRISE reporter

issues and happenings in the education of handicapped students

no. 17, October 1985

pennsylvania resources and information center for special education 200 Anderson Road, King of Prussia, Pa 19406. 215/265-7321

ED280237

DEALING WITH THE ABUSE OF CHILDREN: THE TEACHER'S ROLE

Susan Craig
University of New Hampshire
Sociology Department
Durham, NH

The problem of child abuse haunts all of us who work with children. It is a special kind of violence whose battlefield is a cozy home and whose perpetrators are trusted parents. Typically, articles written on child abuse present the statistics in all their glaring horror and leave those of us in the classroom wondering, "but what can we do?" It isn't enough to tell us how to report suspected abuse or how to identify the indicators of abuse. As educators working each day with victims of abuse, we know the signs only too well: excessive aggression or impulsiveness, social isolation, learning problems, shortened attention span. A focus on reporting problems in the classroom also begs the questions of how to help the child after the report is made, as well as how to care for the many non-reported cases who enter our classrooms every day. We want answers to the questions of how to improve the quality of life for these children, how to deal effectively with parents who may be caught up in this cycle of violence and, most importantly, how to work through our own feelings of disgust and/or pity.

There are many ways that teachers can improve the life experience of children who suffer the consequences of a violent home. It is not necessary to superimpose psychotherapy on an already overburdened classroom load. Rather, there are modifications of classroom curricula and behavior management systems which, by accommodating the specific learning style of these children, can offer them a greater chance at academic success.

Children Suffer Low Self-Esteem

Children from abusive situations tend to have low self-esteem. They are often more closely enmeshed with their parents than one would expect for their developmental age. Activities aimed at increased self-awareness and identity can help the child define him/herself as separate from the violent home environment from which the child comes. An activity that comes to mind is giving the child something which he or she can define as his or her own. The child can give or refuse access to this object. This teaches the children that they own their own bodies and can refuse another's touch if they choose to. They have the right to say "no."

Gender inequality is another issue related to domestic violence which lends itself to modification within a classroom environment. Domestic violence is often an expression of male dominance over the mother and children in the family, who are perceived as weaker and more vulnerable. This is true of both physical and sexual abuse. The concept of gender equality is something that can be taught. What better forum than a school for providing models of men and women co-operating, of women being presented in competent roles, of people's differences being respected?

We also know that patterns of domestic violence are passed on from parents to children. The cycle can only be broken when new ideas about what it means to be a parent are introduced. Parenting needs to be seen as a learned skill rather than a biological response. Our children, both boys and girls, can be taught the skills required for nurturing as well as practical parenting skills like budgeting, time management and nutrition. The children are thus offered a powerful alternative to violence by improving their competence and self-esteem.

In families with a high potential for violence problem-solving techniques are likely to be fairly rigid. Few alternatives are available if the first attempt fails. Teaching the children such techniques as negotiation, brainstorming and consensus can help them understand that conflict is a natural phenomenon and that there are ways of resolving it.

Teacher Can Provide Child with Skills

The teacher can utilize certain behavior management techniques to provide the child with skills that can make life more manageable and therefore less threatening. Children who have grown up in violent homes tend to be easily distractible and rather "hyper-vigilant." They need frequent reminders that they are safe: the teacher is in control and is not going to let anyone get hurt. They may test this by their own behavior through acting out to be sure that the teacher can manage them even when they are "at their worst." It is only when the child knows this that he or she can relax to a point where learning can occur.

Definitions of right and wrong vary in violent families pretty much by whim of the dominant parent. Rules applied in the classroom need to be clear and consistent in order to be effective.

Children who have experienced violence sometimes seem to lack understanding of how their behavior affects what happens to them. Having lived with whimsical parental demands, they

Beginning with this issue, the **PRISE reporter** will no longer address topics specific to a particular exceptionality. Rather, each edition will explore a subject of interest to a broad range of special educators.

This issue focuses on the topics of child abuse and child sexual abuse. The numerous requests for information on these topics received by **PRISE** during the past year prompted us to address them through an issue of the **PRISE reporter**. Since most of the resources do not specifically address the needs of handicapped children, we have tried to select from the information available those books, guides, etc., which have direct application to special education programs.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY S. Banerjee
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 180238

fail to appreciate that they have any control over what happens to them. This sense of control needs to be taught before introducing behavior modification systems. Exercises in inferential comprehension as well as opportunities to hear feedback about the influence of their behavior on the classroom and their friends can help children make this connection. Without this practice, the child may not grasp how his or her behavior results in either reward or deprivation.

Children who have been abused may experience considerable tactile defensiveness. The touch which is intended to be reinforcing may be too ambiguous and therefore anxiety producing. Children who have been emotionally abused or neglected may shun efforts at closeness and respond more positively to boundaries which require no emotional response.

The *Nurturing Program* sponsored by Parents Anonymous, a self-help group for abusing parents, suggests teaching children how to monitor their own behavior. They can learn to avoid situations which bring negative reinforcement and seek out those which bring praise. It also recommends teaching children how to give praise and positive feedback.

Related Emotional Problems Pose Difficulties

Dealing effectively with parents of children we as teachers suspect may be abused often generates feelings of anger and disgust. Media coverage of abuse cases which portrays these people as villains or sick "weirdos" does little to bring about changes in the home which could improve children's lives. Most often, parents who abuse their children are found to be young, undereducated people who are cut off from the social supports of friends and families which most of us take for granted. The school can provide a valuable resource for these people both as a provider of information and as a center for social interaction. Some parents will welcome the information provided by such package programs as *STEP* and *PET*. Others may benefit from volunteering in the classroom and observing how the teacher resolves conflicts and deals with different frustration-producing situations. Often, just being sought out with the offer of help and being treated like an equal by the teacher can improve the parent's sense of self-esteem and competency. This facilitates the parent's willingness to seek further help and possibly change his or her way of doing things.

These situations are especially difficult in that they challenge us to surrender our preconceived judgments of what abusive parents are like. In this, they threaten our preconceived order of life which says that bad people abuse their children, good people don't. Yet we know that this is not true. Research tells us that given enough stress, with few viable alternatives for controlling behavior, any one of us could become abusive to someone we love.

The suggestions offered here may appear too commonplace, too mundane to attack the seemingly overwhelming problem of child abuse. That is, until one attempts to implement them. It is no small thing to allow a child to glimpse a more positive view of him/herself, to provide an alternative model of problem solving, to motivate success. Certainly there are other things that must be done. Teachers are also voters. We can exert considerable clout on policies affecting children: day-care, adequate housing and food allowances. However, too often we underestimate the socialization power of our schools. Within their walls attitudes can change, values can be taught, and children can be nurtured—powerful responses to the question, "but what can we do?"

Susan Craig has spent her professional life in the areas of teaching, counseling, and serving the needs of learning disabled children. She initiated and coordinated a pilot program for emotionally handicapped children, which also serves as a training site for graduate students. She has sponsored Parents Anonymous and conducted training sessions on domestic violence. Craig is currently completing her doctoral work at UNH.

FILM/VIDEOCASSETTE

My Body, My Friend, developed for kindergarten through grade 6, makes children aware of the problem of sexual abuse and also teaches them how to deal with it if they are victimized. The Friends Puppets enact a story about sexual abuse in which children are taught to say "no," to tell someone, and to realize that it is not their fault. The program helps build self-esteem in the child who has been abused and stresses the importance for all children to respect the rights of others.

Available on 1/2" or 3/4" Beta or VHS/
color/24 minutes/1984/$145.00
East West Video Productions, Inc., 12345 N.E. 152nd St., Brush Prairie, WA 98606.

Touch, designed for kindergarten through sixth grade, gives children a look at various touches—from touch that is nurturing to touch that is confusing or exploitative. Actors present concepts, examples and stories about a continuum of touches, using the language of children. **Touch** stars Lindsay Wagner and is moderated by Cordelia Anderson, Director of Illusion Theater's Sexual Abuse Prevention Program. The film enables young children to realize that they have the right to trust their feelings about touching, to question confusing touch, to refuse touches that make them feel uncomfortable, and to say no and tell someone when they are forced or tricked into touch. The film emphasizes that sexual abuse is never the victim's fault. The **Touch** film is one component of many created and/or offered by the Illusion Theater's Sexual Abuse Prevention Program to help communities develop effective educational programs.

16mm/color/sound/32 minutes/1984/$495.00
MTI Teleprograms Inc., 108 Wilmont Road, Deerfield, IL 60015.

Touch has recently been added to the film collection at the Eastern Pennsylvania Special Education Regional Resources Center (ESERRC).

INSTRUCTIONAL MATERIAL

Alerting Kids to the Danger Zones: Abuse and Neglect, and **Alerting Kids to the Danger Zones: Sexual Abuse** are books designed to be read by parents and teachers *with* children in order to help children understand, and decrease their vulnerability to these problems. The author, Joy Berry, uses simple language but is frank and open in her approach. The illustrations are colorful and appealing, and the characters are depicted in a modified comic strip format.

In both books, the author stresses the importance of children knowing as much as they can about the "danger zones." Their awareness of the problems and what they can do about them is their best protection. Even if they are well cared for at home they can be abused or neglected away from home. Berry states, "This material is not intended to frighten you or your children. The point of the book is to turn fear into healthy caution and to empower young people to remain safe, happy and free."

Abuse and Neglect begins by describing why and how adults discipline children and how this may be overdone to become abuse. Several types of neglect are discussed followed by a variety of reasons for such types of behavior. The author then suggests to the child how he or she should go about seeking help if abuse or neglect occurs. The final section of the book contains information for parents and teachers, including how to provide a safe environment for your child, common signs of abuse and neglect, and what to do in case of abuse or neglect.

Sexual Abuse begins with examples of forms of sexual abuse, and the possible harm to the victims of such abuse. Eight ways that abusers seek the victim's cooperation are depicted, followed by some of the possible underlying reasons for such behavior. Tactics for avoidance are described as well as how the child can seek help. In the parent information section, the author deals with myths about sexual abuse, the perils of advocating self defense, and what to do when a child is sexually abused.

Berry, Joy. **Alerting Kids to the Danger Zones: Abuse and Neglect.** 1984. 50 p. $5.95.

Berry, Joy. **Alerting Kids to the Danger Zones: Sexual Abuse.** 1984. 50 p. $5.95.

(Both books are available from Educational Products Division, Word, Incorporated, 4800 W. Waco Drive, Waco, TX 76796.)

Child Sexual Abuse: A Solution is a personal safety program dealing with prevention of sexual abuse in children. It contains six filmstrip-cassette shows: two for teachers, one for parents, and three for children (preschool - grade one, grades 2 - 4, and grades 5 and 6). The Teachers' Program covers the basic statistics about sexual abuse of children, mandatory reporting procedures, the indicators of sexual abuse, how to respond to an abused child and preventive education. The Parents' Program discusses basic information concerning child sexual abuse, basic prevention concepts, ways of talking to their children about sexual abuse, and follow-up of the school program with their children.

The Children's Programs explain (in a manner proper to the different age levels) the recognition and avoidance of sexual abuse, how to react, coping when abuse does occur, self-protection and yet reacting to real caring and love.

James Stanfield & Co., P.O. Box 1983, Santa Monica, CA 90406. 1984. $249.00.

If It Happens to You . . . Coping Strategies for Sexual Abuse is a kit designed for students in grades 5 to 9. Its filmstrips and cassettes cover the prevention of, and coping with, child sexual abuse. Part I – *Trust Your Feelings,* deals with myths and facts about child molestation, alerts viewers to recognize appropriate and inappropriate touching, stresses the individual's right to say no, and helps victims understand that the abuse is not their fault. Part II – *Be Assertive,* gives directions for self-protection, helps to develop assertive strategies, defines molesters' distraction techniques, explains the importance of reporting abuse, suggests resource personnel, and teaches crisis intervention techniques for students to use with sexually molested peers.

Sunburst Communications, 39 Washington Ave., Pleasantville, NY 10570. 1985. $99.00.

Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents is a curriculum guide written to be used by anyone who spends time with groups of young people. Its main purpose is to provide safety from child sexual abuse by emphasizing preventive strategies rather than treatment after the fact. Nearly anyone, anywhere can contribute to the prevention effort and become a resource for children by providing information in a responsible, understandable way. Thus strategies for parents, teachers, social workers, nurses, mental health professionals and recreational leaders are outlined which can be implemented both inside and outside the school system. Activities such as educational theater, role play, and classroom exercises utilizing films, videotapes, books, pamphlets and dolls are suggested. Possible funding sources for implementing programs include foundations, businesses and industry, community service organizations and mental health centers.

Preventing Sexual Abuse includes guidelines for instructors, and curriculum and lesson plans K-12. It lists model prevention programs funded by the National Center on Child Abuse and Neglect (NCCAN), and explains when and how to report suspected child sexual abuse (now mandated by law in every state). This guide is about basic, personal safety, not sexuality. It is not a sex education program, although such information could easily be incorporated in the lesson plans if necessary.

Plummer, Carol A. **Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents.** Learning Publications, Inc., P.O. Box 1326, Holmes Beach, FL 33509. 1984. 166 p. $19.95.

CURRENT CITATIONS

Finkelhor, David. **Child Sexual Abuse: New Theory and Research.** The Free Press, A Division of Macmillan, Inc., 866 Third Ave., New York, NY 10022. 1984. 260p. $22.50. Until recently, sexual abuse remained the least mentioned form of child abuse in this country. In spite of current publicity, it continues to be the most underreported kind of mistreatment to which children are subjected. David Finkelhor, in writing **Child Sexual Abuse,** has contributed a synthesis of information which researchers and practitioners will certainly want to read, as may parents, child advocates and other caretakers of children, who are serious about gaining greater insights into this special form of maltreatment.

In his early chapters, the author deals with child sexual abuse in a moral and social context. He presents a brief historical perspective, and then explores the current focus of attention in context of changes in contemporary family life, and societal and sexual norms. Based on empirical findings, Finkelhor presents characteristics of victims and of perpetrators, preconditions of abuse, misconceptions surrounding abuse, and those variables which help define sexual abuse. He goes on to review data gathered from recent field studies showing the prevalence of child sexual abuse today, the extent of public knowledge of the problem, what parents tell their children about sexual abuse, male children as victims, women as perpetrators, long term effects of child sexual abuse, and the pervasive problems that impede adequate social service delivery in this area. In his final chapter, the author outlines those issues which he feels will determine the future direction of theory, research and practice in the field.

Starr, R. H., Dietrich, K. N., et al. **The Contribution of Handicapping Conditions to Child Abuse.** *Topics in Early Childhood Special Education,* Spring 1984, 4(1), pp. 55-69. The role handicapping conditions play in the incidence of child abuse is examined in this article. Careful analysis of the research indicates that low birthweight, congenital disorders, perinatal problems, and mental retardation are not major causes of abuse. Studies are cited which suggest that children with less obvious developmental handicaps are at greater risk for abuse. Still, families with children with handicapping conditions face great stress and need support and encouragement. The authors suggest social changes which need to be implemented to reduce the occurrence of child maltreatment. One such change is society's reduction of acceptance of violence.

RESEARCH BRIEF

Self Protection Skills Advocated for the Handicapped

Career education for the handicapped has traditionally focused on the acquisition of appropriate behavioral skills. These include daily living skills that will help the disabled function successfully on the job, at home, and in the community. Emphasis has often been placed on the ability to follow directions, to get along with fellow workers, and to master appropriate community living skills. In the article cited below, the authors question the wisdom of providing this type of curriculum without tempering it with the knowledge of when *not* to do those things. By neglecting to teach the skills of knowing when not to follow directions, for instance, are not the handicapped being left unprotected from abuse, exploitation, and harassment? Fisher and Field cite statistics on several major studies, including one involving sexual harassment in the workplace. Findings from this study indicate that 88% of 9,000 female respondents reported that they had experienced unwanted sexual advances on the job.

The authors believe that the mentally handicapped are particularly at risk for several reasons: 1) they often trust all persons they meet, especially authority figures; 2) they have been taught to recite personal information (name, address, etc.) but not taught to discriminate among those to whom they give such information; and 3) they often have limited communication skills and may lack the necessary language skills either to respond appropriately to a potentially threatening situation or to explain to the proper authorities what has happened to them.

Because of this vulnerability, the authors suggest the incorporation of a self-protection program within the umbrella of career education. Their study describes the implementation and validation of one such successful program to teach handicapped students how to avoid sexual exploitation. The **Self-Protection for the Handicapped** curriculum (Fisher, 1982) is an adaptation of the **Special Education Curriculum on Sexual Exploitation** developed by Seattle Rape Relief (1979). The modification was necessary as the original curriculum was designed for the mildly retarded, whereas the adaptation is broadened to include the moderately retarded as well. The curriculum is composed of 11 units and deals with such topics as precautions to take with strangers, protecting personal information (i.e., name, phone), travel safety, and reporting exploitation. Each unit contains a pre- and a posttest and a data sheet to track student progress through each lesson.

In this study, the curriculum was taught over a 24-week period, with daily lessons of 30 to 45 minutes. Of the students who participated in the program (62 the first year and 78 the second), the authors found a significant increase in their ability to respond "safely" to the requests for personal information that were asked for in the posttesting. This was compared to the posttesting of a comparable control group, which showed no significant pretest/posttest improvement gains on any of the tests. In addition, videotapes were made of both groups of students in which they were placed in situations which they thought were "real." During these simulations, they encountered a "stranger" who asked them a standard set of questions, both exploitative and non-exploitative in nature. The percentage of safe and unsafe responses was determined for each student. Results again showed those students enrolled in the program had a significantly higher percentage of "safe" responses than did their counterparts in the control group.

The authors conclude from their study that mentally handicapped students can learn self-protection skills and, in addition, can apply these skills outside the classroom. The contrast between the appropriate responses of students in the program and the vulnerability of the control students was definitive. As more and more handicapped people are enabled to live in an independent or semi-independent environment, it seems logical that the inclusion of a self-protection program in career education is essential to the ultimate success of this effort.

Fisher, G. L., and Field, S. L. **Self-Protection for Persons with Disabilities: Development and Validation of a Skills Curriculum.** *Career Development for Exceptional Individuals,* Spring 1985, 8(1), pp. 7-16.

PRISE reporter is published by the Pennsylvania Resources and Information Center for Special Education, Marianne Price, Director. PRISE is a project funded by the Pennsylvania Department of Education, Bureau of Special Education, through P.L. 94-142, and is administered, managed and supervised by Montgomery County Intermediate Unit #23, Erdenheim, Pennsylvania, Dennis Harken, Executive Director.

The policy of MCIU #23 is to provide equal opportunity in all of its educational programs, activities and employment. In compliance with Title VI, Title IX, and Section 504 no person will be subject to discrimination on the basis of race, color, religious creed, national origin, sex, age, or handicap. The opinions expressed herein do not necessarily reflect the position or policy of PDE or MCIU #23, and no official endorsement should be inferred.

Commonwealth of Pennsylvania
Dick Thornburgh, Governor

Department of Education
Margaret A. Smith,
Secretary

Division of Federal Programs
and Special Projects
William F. Ohrtman, Chief

PRISE reporter

200 Anderson Road
King of Prussia, Pennsylvania 19406

Non-Profit Org.
U.S. POSTAGE
PAID
Permit No. 541
Norristown, Pa.

ADDRESS CHANGE REQUESTED

PRISE reporter

issues and happenings in the education of handicapped students

no. 17, January 1986

pennsylvania resources and information center for special education 200 Anderson Road, King of Prussia, Pa 19406. 215/265-7321

PEER-MEDIATED INSTRUCTION FOR YOUNG CHILDREN'S SOCIAL SKILL DEFICITS

Phillip S. Strain, Ph.D.
Western Psychiatric Institute and Clinic
University of Pittsburgh School of Medicine
Pittsburgh, PA

One of the great unmet challenges in American public education is the development and implementation of teaching strategies and curricula that promote children's skills in getting along with and respecting one another. The need for promoting these broadly defined social skills cannot be overemphasized. The sad lack of these skills in many children is not just a school problem; it is one of profound societal proportions. We see the direct consequences of these skill deficits in children and youth in the form of stereotyping and scapegoating, bigotry, drug abuse, violence, social isolation, and suicide. We see the even longer-term effects in an adult generation that has led the world to the brink of nuclear annihilation. When we consider handicapped children only, the need to program for these skills is even greater. Not only do the majority of these children fail to develop these skills naturally, but they are doubly handicapped by the bias, misinformation, and prejudice of their age-peers.

For some 10 years, staff members of the Western Psychiatric Institute have been involved in a series of projects leading toward the development and validation of both teaching procedures and curricula to address particular social skills deficits of young handicapped children. This work may be considered as addressing four basic questions: 1) What should be taught? 2) When should teaching begin? 3) Who should teach? and, 4) What teaching procedures should be utilized? The remainder of this article will summarize findings related to each of these questions.

What Should Be Taught?

The broad range of social skills that may facilitate children's ability to get along with each other during good times and bad is essentially endless. For purposes of study, practicality dictates the selection of a limited number of skills of particular importance and impact on others.

In order to pinpoint specific skills for instruction, we conducted a series of intensive observations on preschool age children whose peers had nominated them as socially skillful or likeable, and not. Similar studies were also conducted with handicapped preschoolers who were thought by normally developing children to be more and less likeable. Across all our studies we found great consistency in the findings, and we are thus confident in the widespread applicability of the results. Whether children are identified as handicapped or not, likeable and skillful preschoolers are those who:

1) Seldom, *if ever*, act in a way to injure their peers (psychologically or physically);
2) Negotiate disagreements over objects (my toys versus yours) and rights (my turn versus yours) in a way that provides a compromise for both parties ("You can play with it now if I can have it later");
3) Help their peers accomplish simple tasks (getting onto and off of some play apparatus),
4) Share materials and resources (cooperatively use paints and,
5) Organize play activities that *include* others ("You be Daddy, I'll play Mommy").

The skills listed above form a composite picture of the socially skillful preschooler. In lay terms, we might describe our "model" preschooler as kind, considerate, and generous. Given that we have identified particular skills that distinguish our most likeable preschoolers, the next question is, "When should we begin to directly teach these skills?"

When Should Teaching Begin?

To answer this question, we began by pursuing answers to several sub-questions, including:

- When do children first display deficits in the target skills?
- Do early skill deficits predict later, more severe problems?
- Is there reason to expect that early intervention will lead to more success than delayed intervention?

In regard to the first question, our observational studies in preschools show that dramatic, predictable differences exist in children's (both handicapped and non-handicapped) social skills as early as two years of age. Also, the magnitude of difference increases rapidly across the preschool years. This, of course, is a pattern of increasing difference in skill that is so well documented with school-age children who are academically behind their peers in kindergarten and first grade.

Not only do deficits in the skills associated with being kind, considerate, and generous emerge at an early age, but, if left unattended, we see that the long-range prognosis for these children is both poor and unacceptable to society. Children identified early as having social skill deficits are later shown to be represented in large numbers as: school drop-outs, delinquents,

This issue of the **PRISE reporter** focuses on the subject of integrating handicapped and non-handicapped preschoolers in an educational setting. In many situations mainstreaming has been found to benefit both groups, and the material in this issue may be useful not only to special educators but to professionals working with non-handicapped children.

academic under-achievers, and young adults who receive dishonorable military discharges and report a higher than average number of marital problems.

In answer to the second sub-question, there can be no doubt that ignoring young children's poor social skills will not make them go away. While the "cost" of lack of early intervening may not be evident in the preschool years, the debt is simply compounded many times over and passed to the next generation.

Our final sub-question addresses the general efficacy of beginning intervention as early as possible. While our information is incomplete and imperfect, we can say that all the available evidence points toward the potency of an "earlier the better" approach to social skills training. Specifically, we know that children with severe handicapping conditions (e.g., autism) do not make significant progress in social and communicative skills when intervention begins at school-age or later. Also, long range follow-ups on less handicapped children indicate that performance in elementary grades is greater when intervention occurs prior to age three. While specific studies have yet to be conducted for all sub-groups of young handicapped children, we presently have *no* evidence that waiting to begin intervention is wise. Conversely, there is mounting evidence that earlier *is* better for achieving child gains.

Who Should Teach These Social Skills?

Given that we have some indication of what social skills to teach, and that we should begin as early as possible (two to three years of age), our next question is, "Who should be the primary service deliverers?"

When we began our research on social skill instruction, we felt strongly that competent, highly-trained teachers would give us our best results. Unfortunately, our hunch was only partially correct. While our teachers performed exactly as we wished, the effects on children were limited. Within the narrow space and time confines of teaching settings, the children made nice improvements; however, they did not display the skills during all-important, non-contrived interactions with peers. Part of the problem, we suspected, had to do with the unavoidable artificiality imposed when an adult (teacher in this case) tries to intervene during interactions *between* children.

Since the "problem" we had identified in young handicapped children lay in the interactions between peers, we reasoned that *peers themselves* held the potential for producing powerful changes in child behavior. Over the last eight years, we have successfully trained dozens of three, four, and five-year olds to improve the social skills of their classmates. The training of peers has been relatively simple, usually consisting of four, 20-minute role play sessions in which the teacher models desired behaviors and engages in behaviors that may be typical of the handicapped children.

When compared to adult trainers, our young intervention agents tend to produce child behavior changes that are more long-lasting and that occur outside of training settings. The peer trainers themselves tend to improve their social skills and standing in the peer group as a result of participation. No negative side effects have occurred for any children.

The uniform success of our peer trainers and the power for behavior change that lies in the preschool peer group is best reflected in a model preschool program that we have operated in Pittsburgh for the past four years. In this program, known as LEAP, normally developing preschoolers are integrated with similar age autistic children in two classrooms. The normally developing children, besides being afforded a highly-structured, individualized curriculum, play a major role in teaching their handicapped classmates. Our initial results and follow-ups show that both groups of children progress at a rate of growth that far exceeds what one would expect from the program-entry skills of the youngsters.

What Teaching Procedures Should Be Utilized?

Our final question concerns the actual activities of the peer intervention agents and the planning of intervention sessions. In this section, a brief overview will be provided on the needed materials and activities for the peers' instructional strategies.

Like any good instruction, the peer-mediated social skill teaching begins with a careful plan for selecting materials and activities. Research by our group and others has identified the following materials as being associated with high levels of cooperative peer interaction: dress-up clothes, blocks, house and kitchen play items, dolls, balls, wagons, and puppets. Use of these materials in situational contexts leads to diverse activities. We have found the following activities to be associated with particularly effective peer instruction: a) dramatic play episodes, particularly with grocery, picnic, doctor, and body care themes; and, b) constructive activities where children are pasting or gluing, and putting together puzzles and parquetry.

Within selected play situations, using cooperative type toys and materials, peers are trained to engage in a series of social initiations toward target children. Specifically, peers are taught to be persistent in their attempts to: 1) share items with target children and get target children to share in return; 2) help target children with any ongoing activity (such as fitting a puzzle piece, lifting a large block); and, 3) organize play with target children using "Let's" statements ("Let's play ball, roll it to me"). These specific social approach behaviors operate in two important ways. First, they provide target children with repeated, positive behavioral models. Second, when *persistently* directed toward target children, these social initiations come to elicit positive social behavior from these youngsters. Our peer trainers are given specific feedback about the importance of being persistent, since many children may not, at first, respond to their initiations.

Peer-mediated Strategy Effective

Currently there is a major disparity between the need for social skill instruction of young handicapped children and the availability of validated teaching procedures and curricula. While some have argued that academic instruction should have our primary attention and resources, the long-term consequences of untreated social skills deficits cannot be denied or tolerated. Our peer-mediated strategy is one approach that is both effective and deliverable at a reasonable cost, utilizing classroom resources.

Phillip S. Strain is Associate Professor of Psychiatry and Special Education in the Department of Psychiatry, Western Psychiatric Institute and Clinic, University of Pittsburgh School of Medicine. He received his Ph.D. in Special Education from Peabody College. Dr. Strain has developed two widely acclaimed early intervention programs for preschool-aged children: the Regional Intervention Program (RIP) in Nashville, and the LEAP Preschool in Pittsburgh. RIP pioneered the use of parents as the sole treatment agents for children with severe behavior disorders. LEAP is unique in its use of normally developing peers as intervention agents for autistic-like classmates. Dr. Strain is also the Director of the Early Childhood Research Institute at the University of Pittsburgh.

CURRENT CITATIONS

Bailey, D. B., & Wolery, M. **Teaching Infants and Preschoolers with Handicaps.** Charles E. Merrill, Columbus, OH 43216. 1984. 380 p. $28.95. This text focuses on behaviors related to three roles required of teachers of young handicapped children: assessment, environmental planning, and instruction. The authors review two instructional approaches commonly used with young handicapped students: 1) the developmental approach, used primarily with mildly handicapped students, which relies on typical preschool activities to facilitate the child's natural developmental patterns; and 2) the functional approach, used with more severely handicapped children, which teaches discrete skills. Each approach has its own assessment and instructional procedures, curricula, and classroom activities.

The authors describe the origins, rationale, effects, and current status of early intervention programs; discuss different assessment procedures, approaches and instruments; describe the direct instruction approach; present techniques to teach imitation and increase observational learning; discuss considerations in designing preschool environments and facilitating positive interactions within those environments; and provide strategies for improving interactions between parents and their handicapped children. Several chapters address specific skill areas important to the development of handicapped children: sensorimotor, cognitive, play and social interaction, communication, motor, and self-help skills. A system for selecting and using intervention strategies to reduce inappropriate behaviors is also provided.

Neisworth, John T., ed. **Social Competence: Development and Intervention.** *Topics in Early Childhood Special Education*. Winter 1985, 4(4). PRO-ED, 5341 Industrial Oaks Blvd., Austin, TX 78735. 112 p. $10.00. "Social competence" is receiving a great deal of attention from professionals who work with young handicapped children; however, there is considerable disagreement over the many attempts to define social competence. The first three articles in this issue of *TECSE* offer current definitional approaches. Alternative models for the investigation of social competence are also provided, which consist of a performance-based model, a functional model, and an early friendship model. The authors provide descriptions, potential explanations and implications for intervention with preschoolers. The models presented do not rely on one single theory but involve developmental, cognitive and behavioral aspects.

The next four articles examine variables that may contribute to the success or failure of mainstreaming in the preschool. Information on child attributes that promote or diminish peer interaction is provided. Research dealing with severely as well as mildly handicapped children, and factors such as physical attractiveness, play skill, language and interpersonal conflict resolution are discussed. These four papers contain suggestions and data on techniques for teaching and enhancing social, interpersonal capabilities.

INSTRUCTIONAL MATERIAL

The **LEAP Parent Training Curriculum (Learning Experiences...An Alternative for Preschoolers and Their Parents)** was developed through a model demonstration project serving both normally developing and behaviorally handicapped preschool children. This curriculum was designed to teach parents of behaviorally handicapped preschool children the basic principles of behavior management. The curriculum also can be adapted for parents of school age children with a variety of developmental levels and management problems. The curriculum may be used in either individual or group training sessions, and consists of ten basic skills modules and five optional skills modules. Each basic skills module includes a list of parent objectives, a list of materials, a procedural outline, parent activity sheets, review questions and a parent review handout. The basic skills modules address such areas as identifying and defining behavior; analyzing behavior; observing and measuring behavior; positive reinforcement; appropriate use of positive reinforcement; reducing misbehaviors; structuring the environment to minimize child misbehavior; teaching new behaviors through task analysis, chaining and shaping; using assistance, correction, and fading to teach new behaviors; and developing and evaluating a behavior change program.

Five optional skills modules address the areas of compliance training, time-out, token economies, contingent hand restraint, and over-correction. Optional skills modules are designed for use with parents participating in behavioral parent training in addition to sessions on basic principles of behavior management. Each optional module, in addition to listing parent objectives and materials, provides a review of the procedure guidelines, opportunities for parents to practice discrimination of correct and incorrect examples of the procedure; practice in writing a goal plan for use of the procedure; a check of the parent's mastery of the procedure; and a set of review questions.

Cordisco, L. K., & Mazer, C. **The LEAP Parent Training Curriculum (Learning Experiences...An Alternative for Preschoolers and Their Parents).** Western Psychiatric Institute and Clinic, University of Pittsburgh, 3811 O'Hara Street, Pittsburgh, PA 15213. 1984. 399 p. $25.00.

TEST

Test of Early Socioemotional Development (TOESD) is a norm-referenced battery consisting of four components designed to evaluate the behavior of children ages 3-0 to 7-11 years. It is a downward extension of the Behavior Rating Profile, and its components resemble the BRP scales in both content and form. The 30-item Student Rating Scale is completed by the referred child, the Parent Rating Scale is completed by the parent(s), and the 36-item Teacher Rating Scale is completed by any educational professional who has close contact with the referred child. The Sociogram is a peer nominating technique, included to provide information about peers' perceptions of the child. Each section was developed and normed separately so they can be used as a complete battery or individually. Concurrent validity was established by correlating the results of the **TOESD** with performance on the Behavior Rating Profile, the Behavior Evaluation Scale, and the Classroom Behavior Scale of the Basic School Skills Inventory-Diagnostic.

Hresko, Wayne P. & Brown, Linda. PRO-ED, 5341 Industrial Oaks Blvd., Austin, TX 78735. 1984. Complete Kit (includes Manual, 50 Student Rating Forms, 50 Parent Rating Forms, 50 Teacher Rating Forms) $49.00.

SOFTWARE

Project Memphis is a computerized management tool designed for individual program planning and evaluation. It can be used in infant and early childhood education programs for exceptional children as well as with other children who show severe development delay. The hardware requirements for this system include the Apple IIe professional system, printer, and Applewriter word processor. **Project Memphis** features a complete early childhood evaluation, intervention and tracking system. This includes individualized assessment in the areas of perception and cognition, gross motor, fine motor, personal-social and language. Individualized Habilitation Plans (IHP's) are also provided, as well as comparisons of individual client progress. A technical support service is available.

The price for **Project Memphis** is $495.00 for the software, plus a $200.00 annual licensing fee for toll-free technical support and upgrades. For more information, contact Easter Seal System, National Easter Seal Society, 2023 West Ogden Avenue, Chicago, IL 60612. Telephone (312) 243-8400, Extension 180.

A conference addressing the subject of "Transition of Handicapped Young Adults from School to the Workplace," will be held April 25-26, in King of Prussia. Sponsored by PRISE in cooperation with Penn State/King of Prussia, the conference is open, free of charge, to all interested special education and mental health practitioners and administrators. The keynote speaker is Dr. Paul Wehman, of Virginia Commonwealth University. For further information and registration, contact PRISE 215/265-7321.

RESEARCH BRIEF

Study Examines Use of "Proximity Model"

Integrated special education preschools, programs which include some non-handicapped children in classes with handicapped children (as opposed to mainstreamed preschools where some handicapped children are enrolled with mostly non-handicapped children), are explored as a setting for improving the developmental progress of children classified as "communication disordered," "mentally handicapped," "orthopedically handicapped" or "behaviorally disordered."

The study employs the "proximity model," in which non-handicapped children are included with handicapped youngsters and treated simply as high functioning handicapped children. This design differs from the "cooperative model" which requires interaction between non-handicapped classmates to reach desired goals, the "imitation model" where non-handicapped children demonstrate appropriate behaviors, or the "confederate model" in which non-handicapped children are trained by the teacher to act as peer tutors and initiators of play activities. The proximity model was chosen partly because it represents the most common public school situation, and is easiest to implement.

A segregated classroom of only handicapped children was used as a control group, and Pretest/Posttest design was employed. A wide assortment of standardized tests was used which included the Woodcock-Johnson Psychoeducational Battery, the Speech Language and Comprehension Subtests of the Brigance Inventory of Early Development, the Peabody Fine Motor Scale and Peabody Gross Motor Scale, the preacademic subtest of the Uniform Assessment System, and the Washington Social Code. A period of nine and one-half months elapsed between pretesting and posttesting of the students.

Results of the study failed to show significant differences between handicapped children in the integrated and segregated preschools in the areas of cognitive, preacademic, language and fine motor ability. Gross motor ability in certain handicapped children improved as a result of uncontrolled participation in a physical therapy program. It appears that the presence of non-handicapped peers in the classroom (without a structured plan for integration) did not enhance, nor did it detract from the development of handicapped children.

Jenkins, J. R., Speltz, M. L. & Odom, S. L. **Integrating Normal and Handicapped Preschoolers: Effects on Child Development and Social Interaction.** *Exceptional Children*, 1985, 52(1), pp. 7-17.

DISSEMINATION HAPPENINGS

Pennsylvania Early Childhood Consortium

The **Pennsylvania Early Childhood Consortium** consists of eight demonstration projects, scattered across the state, which are funded by the Handicapped Children's Early Education Program, U.S. Department of Education. The goals of the Pennsylvania Consortium are:

- To provide technical assistance to Pennsylvania preschool programs serving handicapped children;
- To stimulate the development of new and improved services for all young handicapped children;
- To provide a communication network and partnership with the Pennsylvania Department of Education and other state agencies; and
- To serve as a network for model programs, demonstrating innovative methods for serving preschool handicapped children.

Among the educational areas of concern addressed by the projects are the following: preparation for regular education placement, parent and toddler training for the visually handicapped, skill improvement through use of age-peer intervention agents, treatment procedures for improving behavior skills, a summer home-based intervention program to serve "at risk" children in rural districts, model intervention classrooms for special education placement, evaluation and program plans for parents of "at risk" infants, and outreach services to programs serving handicapped infants and preschoolers.

For further information about the Pennsylvania Consortium, contact Barbara Keene, Albright College, Family Centered Resource Project, P.O. Box 516, Reading, PA 19603 (215/921-2381, Ext. 238).

PRISE reporter is published by the Pennsylvania Resources and Information Center for Special Education, Marianne Price, Director. PRISE is a project funded by the Pennsylvania Department of Education, Bureau of Special Education, through P.L. 94-142, and is administered, managed and supervised by Montgomery County Intermediate Unit #23, Erdenheim, Pennsylvania, Dennis Harken, Executive Director.

The policy of MCIU #23 is to provide equal opportunity in all of its educational programs, activities and employment. In compliance with Title VI, Title IX, and Section 504 no person will be subject to discrimination on the basis of race, color, religious creed, national origin, sex, age, or handicap. The opinions expressed herein do not necessarily reflect the position or policy of PDE or MCIU #23, and no official endorsement should be inferred.

Commonwealth of Pennsylvania
Dick Thornburgh, Governor

Department of Education
Margaret A. Smith,
Secretary

Division of Federal Programs
and Special Projects
William F. Ohrtman, Chief

PRISE reporter

200 Anderson Road
King of Prussia, Pennsylvania 19406

Non-Profit Org.
U.S. POSTAGE
PAID
Permit No. 541
Norristown, Pa.

ADDRESS CHANGE REQUESTED

PRISE reporter
issues and happenings in the education of handicapped students
no. 17, February 1986

pennsylvania resources and information center for special education 200 Anderson Road, King of Prussia, Pa 19406 215/265-7321

TIPS FOR MANAGING PROBLEM BEHAVIORS

Pam Campbell, Tom Gollery and Bob Algozzine
University of Florida
Gainesville, FL

Professionals responsible for the education of students with special learning differences must manage not only academic learning responses but also potentially interfering classroom behaviors. Students who cannot read because of various types of "tears in their eyes" will likely exhibit other behaviors which preclude their engaging in productive learning responses. Too often, these behaviors assume priority in the classroom due to their pervasive influence and the management problems they present for teachers. As skilled managers of these behaviors, special educators are in a position to effectively change the learning environment not only in their own classroom, but in the classrooms in which their students are mainstreamed. By addressing behavior problems, these educators become an invaluable resource to the entire school setting. In addition, the effective use of behavior management strategies might be another powerful tool with which to facilitate communication between the school and the student's home.

Students tend to demonstrate inappropriate behaviors, which interfere with school success, typically in one of two ways: intraindividual responses that affect how a student reacts within a personal context, or social responses which involve others within an interpersonal context. A description of some typical problems related to these responses and suggestions for reducing those problems are the focus of this article.

Intraindividual responses are often due to the emotional stress of day to day routines and accompanying stressful situations. The student's behavior affects his or her ability to learn as well as the teacher's ability to teach. Problems such as 1) low self-concept, 2) impatience, and 3) temper tantrums exemplify those that reflect a student's failure to be productive in stressful situations. **Social responses** involve other people and affect the individual's behavior as well as that of others in the classroom. Examples of problems that reduce a student's likelihood of success in interpersonal relations are 1) task avoidance and 2) general social withdrawal.

Intraindividual Responses

Low self-concept. Self-concept is a view an individual holds of his or her personal strengths and weaknesses. A low self-concept is reflected in negative opinions that cause a student to avoid new activities or fail to participate optimally in previously learned ones. Due to perceived inadequacies and anticipation of failure, these students often make statements such as, "I'm too dumb to do that!" They give up without trying or simply do not volunteer at all. To foster a positive self-concept, it helps to provide frequent praise for both general and specific aspects of the student's classroom behavior. A strategy such as "Ted Mack's Amateur Minute" can be useful in this regard. This involves setting aside several segments of time during the day (usually only a couple of minutes is necessary) to showcase the abilities of each student in the class. Simply going around the room and telling each student something positive about personal appearance or personal ability can go a long way in fostering a positive self-concept, especially for those students who seldom hear or think anything good about themselves.

Impatience. There are many times during the school day that students must wait before acting. Annoyance due to these time delays, or restlessness and eagerness to do something else reflect impatience. Impatient students fail to read directions, fill in improper answers, start or stop assigned tasks too soon, or ask "How much longer? Can we go now?" as part of their typical classroom behaviors. Patience can be improved by encouraging students to use cues, such as an hourglass or timer, to keep track of time remaining for a task. By rewarding other children who wait patiently, a teacher can develop waiting as an important classroom behavior. Discussion of real and imaginary opportunities for waiting and rushing also is effective in fostering positive responses in time-related activities. Some students also enjoy keeping track of wait times at home and comparing their rank orders with those of other students on similar activities.

Temper tantrums. There are plenty of opportunities for students to become angry in school. Most children learn to control their emotions in such situations, but many students may express hostility and anger through either physical or verbal acting out behaviors. Behaviors such as screaming, shouting, crying, cursing, hitting, kicking, throwing objects toward others and demonstrating self-injurious behavior such as biting, scratching, and headbanging are sometimes collectively referred to as "tantruming." In dealing with temper tantrums, ignore those behaviors with no physical/emotional danger to the students and, at the same time, give attention to students not engaging in such behavior. If necessary, use a procedure such as time-out (removal of the student from opportunities for reinforcement) to punish inappropriate behaviors.

If physical restraint is necessary to prevent injuries, hold the student from behind with crossed arms, seated on the floor

In this issue of the **PRISE reporter:**

Information relating to managing problem behaviors —

- Feature article: basic concepts
- Elementary/secondary instructional materials
- Programs for severe to mildly handicapped
- Computer software addressing problem areas

or on a chair. Expect four phases: struggling to be free, complaints of being hurt, rational and calm requests to be freed, and retaliation (either physical or verbal) when released. It is also sometimes helpful to establish a private signal for the student to use as a means of indicating a problem exists. Then provide opportunities for him or her to take a walk, run, be alone, or talk with someone, instead of reacting with a tantrum.

Social Responses

Task avoidance. Recent research indicates that the amount of time students are actively engaged in academic assignments greatly influences their overall achievement. Students avoid completing assignments by doing limited amounts of work or spending less time on the task because they are "not ready" to work. These responses limit the time the student is actively engaged in academic responding and may influence the way others in the class are engaged as well.

Typical task avoiding activities include sharpening a pencil many times, asking for more paper, and asking repeatedly for page numbers. To address this problem, alter the structure of assignments and provide many alternatives from which a student may choose. Break large assignments into smaller units and give the task avoiding student an assignment that is partially completed. Students can also be discouraged from avoiding work by letting them select the starting and completion points for a particular assignment. It is sometimes helpful to reward the process of attending to a task, not just the expected product, as a means of motivating students to work. Also task avoidance may be reduced by rewarding students who are on task and ignoring those who are not working.

General social withdrawal. Some students avoid interaction with peers and/or adults. They will sit alone at lunch or recess, seldom volunteer during group discussions, fail in their minimal attempts to socialize, and are never selected by classmates to participate in games or social interaction. Socially withdrawn students can be helped by providing alternative methods of communication such as a tape recorder, journal, or diary. Pairing them with a competent classmate often stimulates others to interact with them as well. Interaction with classmates can be directly provided via a sharing activity such as giving the withdrawn student responsibility for an item needed or wanted by the rest of the class.

Steps to a Successful Management Program

Management of difficult behaviors in the classroom is an ongoing process for all teachers. The descriptions and strategies presented above are applicable to a wide range of problem behaviors. A successful program develops when management ideas are matched with individual teaching styles for particular types of students. The following general principles apply to any management plan:

1. Ask the student if the problem behavior can be stopped. The most elaborate treatment strategy may not need to be implemented, since simply telling the student a particular behavior is bothersome and asking that it be stopped may be effective. Providing a recording system (e.g., marks on an index card) for use in monitoring the levels of the behavior can be useful in controlling it as well.

2. Keep your sense of perspective. What is clearly offensive or disruptive to one person may not be to another. Measure the occurrence of the disturbing behavior to establish baseline data and set realistic goals for improvement.

3. Establish the classroom rules without delay and with student input. With or without student input, define inappropriate behavior clearly, establish the importance of everyone's right to learn and your own right to teach.

4. Use the natural environment of the student (other classrooms, daily school activities, outside interests) to establish creative reward systems and challenging activities to change behavior. Keep parents involved in your management program. Use all the resources at your disposal or create others (peers, aides, volunteers, the custodian, favors owed to you, benevolent threats, etc.).

5. Emphasize the positive by providing opportunities for success through creative assignments, groupings, room arrangements, individual practice, peer-tutoring, self-correcting materials, and task structure.

6. Maintain your patience, firmness, and sense of humor, at all costs. Remember that some behaviors have been in existence for a long while and may not cease overnight. Expect to be tested by the students in very creative ways, over and over again. Many of them are "masters of misbehavior" from all the experience they have had. Seek the advice and support of fellow professionals and parents when your sense of perspective and reality is in jeopardy.

Pam Campbell is a doctoral student at the University of Florida in the Department of Special Education. During the previous eight years, she taught children with special needs in an elementary school resource room setting. Her background includes experience as an administrator of summer programming for special needs students, kindergarten teacher, and an educational consultant/school psychologist in private practice.

Tom Gollery is a doctoral student at the University of Florida in the Department of Special Education. For the past six years he taught and counseled emotionally handicapped adolescents in a residential setting. His background includes academic/behavioral/intellectual assessment of the emotionally handicapped, as well as being a teacher-parent in a group home setting for adolescent boys with emotional handicaps.

Bob Algozzine is a professor of Special Education at the University of Florida. He was a research associate with the University of Minnesota's Institute for Research on Learning Disabilities for six years and has taught exceptional students labeled educable mentally retarded, emotionally disturbed and reading disabled.

CURRENT CITATIONS

Evans, I. M., & Meyer, L. H. **An Educative Approach to Behavior Problems: A Practical Decision Model for Interventions with Severely Handicapped Learners.** Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21204. 1985. 210 pp. $18.95. This book examines educational decision-making as it relates to classroom behavior problems. Writing primarily for teachers of severely handicapped students, the authors extend and elaborate upon standard behavior modification methods. The first chapter features the teacher as an active decision maker in daily educational happenings as well as in long term planning and evaluation of intervention procedures. The following chapters focus on making judgments about excessive behavior in the classroom and include suggestions regarding the choice and selection of those target behaviors which are most changeworthy. The authors then examine the steps in a decision model by offering an actual example, complete with flowchart and work sheets. Strategies are offered concerning the integration of interventions in natural instructional sequences and environments. The final chapter suggests methods for evaluating both the efficacy and appropriateness of behavioral interventions. The authors view the purpose of this book as encouraging the development of creative teacher strategies which will reflect the most recent advances in the field of behavior modification.

Michelson, L., et al. **Social Skills Assessment and Training with Children.** Plenum Press, 233 Spring St., New York, N.Y. 10013. 1983. 268 pp. $35.00. Research has shown the importance of developing social competency skills at an early

age as a basis for successful adjustment in both childhood and adulthood. The authors of this book address this issue by providing a framework through which mental health workers, teachers, educators, clinicians, and other professionals can implement social skills assessment and training programs for children, on both an individual and a group basis. The book opens with a review of the literature, including relevant research findings on social skills in relation to contemporary issues and assessment techniques. Various assessment strategies, such as behavioral observations, sociometric questionnaires, and self-report measures are explored. Most of the material in the book, however, is devoted to social skills training. Specific training methods are presented along with the development of 16 training modules. Each module is based on a particular social behavior or skill (such as compliments, standing up for your rights, empathy, and decision making) and consists of a rationale, instructions, scripts, and homework assignments. The authors conclude their work with a discussion of special issues in training, such as the importance of parental and school staff cooperation, as well as a discussion of ethical considerations and guidelines. Sample assessment instruments are included, along with a listing of social skills films for children. A reference section is provided at the end for further reading.

Zionts, P. **Teaching Disturbed and Disturbing Students: An Integrative Approach.** PRO-ED, 5341 Industrial Oaks Blvd., Austin, TX 78735. 1985. 269 pp. $17.00. The purpose of this book is to provide teachers with both a theoretical background and practical techniques for teaching problem students. Early chapters discuss factors which can influence the education of disturbed and disturbing youth, and describe structured interventions to facilitate successful teaching experiences. The second unit examines moral development and reasoning, presenting theory and classroom examples for correlating student behaviors to the models of Piaget and Kohlberg. Procedures are described for meaningful dilemma solving and conflict resolution in the classroom, and for integration of academic activities with those of the affective domain. The goal is to enable students to increase reasoning ability to extend beyond self, and to include peers and the society in which they live. At the very least, the program seeks to facilitate a classroom environment where discussion and communication are common.

In order to make any intervention work, it must be understood and internalized by its implementors. This book offers the theory and practical application necessary to enable the practitioner to absorb and then apply sound interventions effectively.

TEST

The **Social Emotional Dimension Scale (SEDS)** is a norm referenced rating scale that can be used by school personnel to identify students who are "at risk" for problem behaviors. The 32-item assessment instrument is designed for use with students age 5-6 through 18-5 years. Based largely on the characteristics of emotionally handicapped students as identified by Bower, student performance can be assessed in terms of physical/fear reaction, depressive reaction, aggressive interaction, avoidance of peer or teacher interaction, and inappropriate behaviors. To complete the rating instrument, teachers or other school personnel rate each item by marking whether the behavior has been observed never, rarely, occasionally, or frequently. Normed on a nationwide representative sample of 1,100 students, both percentiles and standard scores are provided.

Social Emotional Dimension Scale. 1986. PRO-ED, Inc., 5341 Industrial Oaks Blvd., Austin, TX 78735. Complete Kit (includes Manual, 50 Profile/Examiner Record Forms), $34.00.

SOFTWARE

Behavior Manager: Plans for Individual Behavior in the Classroom. ATM, Inc., P.O. Box 12291, Minneapolis, MN 55412. 1984. $250.00. Four computer disks and teacher manual by Tomlinson, J. R., Acker, N., et al. (Equipment needed: Apple IIe or IIc computer, monitor, one disk drive, printer is optional.) This program is designed for use by teachers and support staff such as social workers, psychologists, counselors, and special education teachers working in the classroom with elementary age students who have behavior problems in the "average range." Using a behavior learning approach, eleven of the most frequently encountered behavior problems are addressed.

The program begins by asking the user to define the behavior problem selecting one or two problem areas from the following list: not completing assignments, overactive, attention seeking, refuses to work – defiant, aggression – anger, shy – withdrawn, social relations, immaturity, self-esteem, power struggles, and wide variety of disruptive behavior. A series of questions then appears to define these problems more accurately and to help determine, when, where, and how often the behavior occurs. The program follows by describing how the behavior problem may have developed and why it persists.

The disk then outlines a rationale for the specific suggestions that will follow, which are meant to decrease undesired behavior or increase desired behavior. Following additional questions, the user is taken through a process to help identify possible incentives for the student and methods for employing them. A summary of the plan is provided, followed by several caution statements that anticipate possible problems in implementation.

Along with the computer program, the manual includes a student survey or interview form which will help the teacher identify several usable incentives. The authors make it clear that their suggestions should be supplementary to any effective techniques being used and that the program offers a possible course of action, to be modified for each situation.

INSTRUCTIONAL MATERIAL

Marathon is a two-part multimedia curriculum for mildly cognitively impaired (LD, ED, and EMR) secondary students that teaches over 150 specific social behaviors needed for success on the job and in the community. The program is based on attribution theory, a social psychological model of motivation developed by Dr. Bernard Weiner, which suggests that one feels more motivated if one has a sense of control over one's own life.

Throughout the program, various methods are used to motivate students to learn, practice, and polish their social skills. Some of these activities include role-playing, small group assignments, "fishbowl" activities, brainstorming, and large group discussions. The kit is comprised of two sound filmstrips, two student workbooks, ten situation cards, and two teacher's guides.

The two sound filmstrips, "The Matching Game" and "You Run Your Life," use a game-show format to show students how to succeed in specific situations and how to control one's behavior to gain success. The situation cards are provided to extend the game. The two student workbooks each contain 30 lessons written at a third grade reading level. Each workbook presents information in the form of plays, short stories, puzzles, and cartoons. The "Making the Effort" workbook emphasizes the relationship between success and effort, using real-life examples of how effort can compensate for limitations and bring success in work. The "Getting Along with Others" workbook emphasizes relationships between social skills and

social success. The corresponding teacher's guides present "structured behavior change" activities that help students with a specific social skill. In addition, each guide contains a social skills index for pretesting and charting progress, and a social vocabulary index. Throughout all of the activities promoted in **Marathon**, videotaping is suggested, although not essential, to increase the impact on students. It can be especially effective in role-playing exercises.

Agard, J. A., McCullough, N. J., et al. **Marathon: A Program for Teaching the Social Behaviors Needed for Work and Community Living.** James Stanfield Publishing, P.O. Box 1983, Santa Monica, CA 90406. 1984. 2 Sound Filmstrips, 10 each of 2 Workbooks, 10 Situation Cards, and 2 Teacher's Guides. $299.00.

Skill-Streaming the Elementary School Child: A Guide for Teaching Prosocial Skills provides teachers, social workers, psychologists, and school counselors working in the public schools and mental health facilities with a validated technique designed to systematically teach elementary age children behavioral alternatives that will provide improved personal development and academic effectiveness for them as adolescents and young adults. Through the use of a method called "Structured Learning," a psychoeducational behavioral technique, prosocial skills are taught and their use facilitated.

This book contains all the information needed to plan and implement Structured Learning, utilizing the following components: modeling, role playing, performance feedback, and transfer training. The authors provide techniques for identifying children who lack prosocial skills, and information regarding the grouping of these children for instruction. Implementation of the program is described, and 60 prosocial skills are introduced (divided into five skills groups – classroom survival skills, friendship-making skills, skills for dealing with feelings, skills alternatives to aggression, and skills for dealing with stress. Suggestions are offered for enhancing social skills learning and the integration of the program into the elementary child's daily educational curriculum. The final chapter discusses four types of management techniques.

McGinnis, E., Goldstein, A. P., et al. **Skill-Screening the Elementary School Child. A Guide for Teaching Prosocial Skills.** Research Press Company, 2612 North Mattis Ave., Champaign, IL 61821. 1984. 245 pp. $11.95. Program Forms: $10.95.

PRISE SPONSORS CONFERENCE ON TRANSITION

PRISE announces a statewide conference on **Transition of Handicapped Young Adults from School to the Workplace**, to be held Friday, April 25, and Saturday, April 26, 1986. The conference, conducted in cooperation with, and held at the Pennsylvania State University, King of Prussia Center for Graduate Studies and Continuing Education, will feature Dr. Paul Wehman as keynote speaker. Dr. Wehman is Professor of Special Education and Director of the Rehabilitation Research and Training Center (RRTC) at Virginia Commonwealth University in Richmond, Virginia.

The conference, which is intended for secondary special education teachers, vocational education teachers, administrators, psychologists, counselors, and parents, will address the transition of mildly to severely handicapped adolescents and young adults from school to the workplace, including both competitive and supported employment. Conference sessions, led by guest speakers, will include descriptions of current transition programs, results of recent research on the employment status of handicapped youth following school, techniques for training handicapped youth in work-related behaviors and social skills, and current status of inter-agency agreements and cooperative planning.

The conference is scheduled on Friday from 9:00 a.m. until 4:00 p.m., and Saturday from 9:00 a.m. until 1:00 p.m. at the Pennsylvania State University, King of Prussia campus. There is no charge for registration, but the number of participants is limited. To attend the conference, you must preregister and receive written confirmation in advance. To register, call PRISE at (800) 441-3215 (from Pennsylvania) or (215) 265-7321 by March 25.

PRISE reporter is published by the Pennsylvania Resources and Information Center for Special Education, Marianne Price, Director. PRISE is a project funded by the Pennsylvania Department of Education, Bureau of Special Education, through P.L. 94-142, and is administered, managed and supervised by Montgomery County Intermediate Unit #23, Erdenheim, Pennsylvania, Dennis Harken, Executive Director.

The policy of MCIU #23 is to provide equal opportunity in all of its educational programs, activities and employment. In compliance with Title VI, Title IX, and Section 504 no person will be subject to discrimination on the basis of race, color, religious creed, national origin, sex, age, or handicap. The opinions expressed herein do not necessarily reflect the position or policy of PDE or MCIU #23, and no official endorsement should be inferred.

Commonwealth of Pennsylvania
Dick Thornburgh, Governor

Department of Education
Margaret A. Smith,
Secretary

Division of Federal Programs
and Special Projects
William F. Ohrtman, Chief

PRISE reporter

200 Anderson Road
King of Prussia, Pennsylvania 19406

Mailed locally through:

REACH
Western Pennsylvania Special Education
Regional Resources Center
5347 William Flynn Highway, Rt. 8
Gibsonia, Pennsylvania 15044

Non-Profit Org.
U.S. POSTAGE
PAID
Permit No. 6
Gibsonia, Pa.

ADDRESS CHANGE REQUESTED

PAIS reporter
issues and happenings in the education of handicapped students
no. 17, March 1986

pennsylvania resources and information center for special education 200 Anderson Road, King of Prussia, Pa 19406. 215/265-7321

PENNSYLVANIA ACCEPTS CHALLENGE OF TRANSITION

Jeannette F. Martin
Work Experience Coordinator
Special Education Services
Montgomery County Intermediate Unit #23
Norristown, PA

The twenty-one year old handicapped individual graduating from a Pennsylvania special education program leaves behind many years of training and education and, depending on past programming, varying numbers of persons who have invested their time, energy, skills and interest in preparing him or her for the future. But what is this future? Is it a workshop, further training, part-time/full-time employment, or merely sitting at home and regressing?

Educators are now actively involved in seeking new areas and methods for developing increased options for this population. Those of us working in the field not only want to feel confident that what we are doing in the schools is the optimum preparation for post school placement but that our investment in time and dollars is well founded. We have a commitment to continuity of programming, both in quality and quantity.

This interest in transitional planning has been further stimulated by Madeleine Will, Assistant Secretary, Office of Special Education and Rehabilitation Services (OSERS). She states, "One of the major problems facing handicapped youth is the continuum of services to provide an effective bridge between school and work. Transition becomes a pressing issue for disabled youth, their families, and education and service professionals. The absence of appropriate transition bridges limits availability to maximize the productivity and independence of disabled individuals."

The State of Pennsylvania has heard this rallying cry and, added to the concern of educators, is actively exploring and implementing many programs and services to assist disabled youth to move successfully from school to employment. These programs are outlined in brief as follows:

The Development Disabilities Planning Council. In June of 1985, the Council issued an RFP (Request for Proposal) to "Develop and Implement Programs to Place Severely Developmentally Disabled Persons into Competitive or Supported Employment," with the prime concern to be delivering a service to an unserved or underserved population. Supported Employment is defined as employment that provides on-going support to the handicapped worker at the work site, thus offering social integration with non-handicapped workers. Typical of the accepted proposals is the *Pathway Employment and Training Service* (Pathway School, Jeffersonville, PA) which will provide vocational evaluation, an employment training program plan, on site job specific training, and follow up maintenance services for severely handicapped youth.

The Pennsylvania Supported Employment Planning Demonstration Initiative. In mid 1985, with the Office of Vocational Rehabilitation (OVR) as the lead agency, six counties were identified (Adams, Allegheny, Cumberland, Dauphin, Franklin and Montgomery) and each asked to submit a proposal for development of a plan for implementation of supported work. The purpose of these projects is to stimulate the development and provision of supported employment, on a statewide basis, for severely handicapped individuals. These persons, because of the severity of their handicaps, would not normally receive vocational rehabilitation services and, because of their disabilities, need intensive on-going post employment support in order to perform in a work setting. Under the Pennsylvania guidelines for this program the following populations are addressed: the mentally retarded, those with an impairment in the area of mental health, and any individual with a physical impairment. The initial proposals were submitted in October, and the implementation plans are due April 1, 1986. After being reviewed by the State Task Force, the start-up date for the pilot demonstrations is set for June, 1986.

SHEDS. Supported in part by grants from the Pennsylvania Office of Vocational Rehabilitation, and the Rehabilitation Services Administration, U.S. Department of Education, the Good Shepherd Vocational Services in Allentown, PA, has initiated a program entitled **Severely Handicapped Employment Development Systems (SHEDS).** The objectives of the program are: 1) to establish a computer technology laboratory designed to meet the needs of the severely and multiply physically disabled; 2) to develop a computer assisted vocational evaluation system for this population; 3) to assist them in preparing for training in high technology related occupations through remedial education, adaptive work devices and counseling; 4) to provide work adjustment, vocational exploration and real work experiences; and 5) to assist participants to become employed. To date, some fifty individuals have participated in this program.

Social Security Administration Grants. Philadelphia, Pittsburgh, Lancaster, York and Harrisburg are sites selected for Social Security Administration grants to provide transitional employment training services to individuals eligible for Supplemental Security Income. In Philadelphia, Project **AHEDD** will be the provider agency.

Mental Health and Mental Retardation Programs. The county offices of MH and MR, aware of the need both to get individuals out of workshops and to better serve the current graduates and those on waiting lists, are funding alternative programs. In Montgomery County, for example, several initi-

atives have been taken: 1) a job placement position has been created, jointly funded by the County and the Private Industry Council; and 2) a program has been funded by the County, operated by the Indian Creek Foundation, to develop five Work Stations in Industry serving six clients at each site.

Job Training Partnership Act. JTPA monies throughout the state are being utilized to provide transition training. In one county, for example, funding has been allotted for a janitorial training/placement program designed to serve thirty clients.

Office of Vocational Rehabilitation. Aware of the need to serve the underserved, OVR has taken the initiative to fund special programs. Some examples are a *Janitorial Training Program* and an *Electronics Training Program*, under the auspices of Developmental Enterprises Corporation, of Norristown. The latter program specifically serves the MR population and has had a 95% placement rate of its graduates.

Pennsylvania Department of Education — Office of Vocational Rehabilitation Interagency Agreement. These two systems have been working together to develop an agreement and mechanism whereby in-school youth (ages 14 and above) who are determined to be handicapped will be able to receive and benefit from appropriate OVR services.

The Perkins Vocational Education Act PL 98-524. The prime purpose of this act is to integrate as many handicapped students as possible into the regular vocational education programs. It calls for vocational education programs, services and assessment to be provided to these students in the same manner as they are to regular education students. In addition, the states must assure equal access for recruitment and placement of the handicapped *within* the vocational-technical schools and any other vocationally oriented programs which are operated at the local level. This includes Work-Study and any other Cooperative Education agreements.

In addition to all the aforementioned activities, many school districts are extending their work study programs to also serve the special needs population. Some districts have assigned staff to serve only the job training/placement needs of their special education students.

Interest in Transition Offers New Opportunities

Interest in the area of transition is undoubtedly increasing — conferences on the topic are proliferating, and articles can be found in every professional journal. In February of 1985, 230 people attended a notable program on industry-integrated employment programs held in Carlisle, PA, and approximately 1200 attended a transition conference held in Boston, MA in March of the same year. Federal, state and local governments are moving ahead. Public and private agencies are initiating programs to develop and market the skills and abilities of individuals with disabilities. But there still remains much to do. Educators must be sure that their programs are realistic. Many questions must be addressed: Are we training students for real jobs? Are we preparing them to move about the work world and to interact with the normal worker? Are we doing these things with innovative strategies, or by creative adaptations of the old?

Our primary educational goal should be to prepare these special education students for employment and the maintenance of those skills needed for the duration of that job. Work related interpersonal skills are of the utmost importance. Studies have shown that more individuals lose their jobs because of personality and behavior factors and the way they relate to their co-workers, supervisors and bosses than because of inadequate performance of the assigned work. Students often lose employment opportunities because of their inappropriate actions, inability to communicate, and other interpersonal deficiencies.

Educators must also consider the importance of broadening the scope of their service, in the interest of better meeting the needs of their students. Along with programming to enable handicapped individuals to enter the mainstream, must come the realization that understanding and acceptance of persons with disabilities by their non-handicapped peers has become even more critical. As educators we must take on the responsibility for developing methods to educate front line supervisors in business and industry to prepare for the entry and supervision of handicapped employees. Feelings of discomfort and fear on the part of the employers often delay the hiring and entry of the disabled into the work force. We should be developing seminars and training programs, addressing topics such as myths and facts about the handicapped, task analysis, job modification, specific disability information and specific skill training.

In addition, we must address the need to educate parents more fully about the problems of transition. They must understand the advantages of work vs. workshop, earning money rather than taking money, and the job as it relates to the regulations of Supplemental Security Income and Social Security Disability Income. Without parent or guardian support no work program can succeed, and without knowledge such support will be non-existent.

The needs and goals of employers, educational institutions, rehabilitation agencies, parents and the disabled are interdependent. Working in a cooperative effort can be a successful method for achieving the employment/placement capabilities of disabled individuals. Funding does presently exist for the task, even though the future of it may be uncertain. By working creatively and jointly, we can make transition the success it deserves to be.

Jeannette F. Maltin holds degrees from Radcliffe College and Temple University, and for the past seven years has served as Work Experience Coordinator for Montgomery County Intermediate Unit #23. Prior to that she taught Secondary Vocational Education for TMR at the I.U. Maltin has received an Honor Award from the Council for Exceptional Children, and Service and Education Awards from the Montgomery County Association for Retarded Citizens.

CURRENT CITATIONS

Journal of Adolescent Health Care, March 1985, 6(2). This special issue is a compilation of materials from a conference held in June of 1984, in Wayzata, Minnesota, entitled, "Youth with Disability: The Transition Years." This event took place as a collaborative effort of the U.S. Department of Education and the Department of Health and Human Services. Its goal was to identify major issues and barriers in the lives of youth with chronic disease or disability, to define the needs of this population, and to develop strategies to address those pressing needs.

The conference came about through a grant awarded the Adolescent Health and the Maternal and Child Health Programs of the University of Minnesota, making possible the gathering of approximately 50 of the nation's experts in the field to explore major issues facing disabled youth. Four areas of primary focus were identified: social maturation, developing independence, education and career preparation, and community service. Papers were commissioned from nationally and internationally renowned professionals, and participants from both the public and private sector were invited. Representatives from key congressional subcommittees attended as did a wide variety of other individuals involved in human services.

The results of this effort are contained in this special issue of the **Journal of Adolescent Health Care.** It is a compilation of working papers of the conference, a synthesis of the deliberations of the contributors, opening remarks of the Assistant Secretary of Education, Madeleine C. Will, remarks of the Surgeon General of the United States, Dr. C. Everett Koop, and the concluding comments of Dr. Douglas Fenderson, the Director of the National Institute on Handicapped Research. A final section entitled "Resource Manual: Youth with Disabilities" contains extensive listings of newspapers, agencies and advocacy groups, state protection and advocacy agencies, descriptions of model programs, legislation/landmark cases/legal resources, innovative research, resource directories, policy statements and bibliographies. Resources for each category are listed within each of the four areas of primary conference focus. The remainder of the issue contains papers which address cognitive development, social maturation, developing independence, education and career preparation, health services, and community services.

Single copies of the Journal are available from the publisher for $15.00. Contact Journals Fulfillment Department, Elsevier Science Publishing Co., Inc., 52 Vanderbilt Ave., New York, NY 10017, (212) 370-5520.

Schloss, P. J., & Schloss, C. N. **Strategies for Teaching Handicapped Adolescents: A Handbook for Secondary Level Educators.** PRO-ED, 5341 Industrial Oaks Blvd., Austin, TX 78735. 1985. 254 p. $19.00. In keeping with an upsurge of interest in secondary special education services, the focus of this volume is to teach handicapped adolescents to relate their learned skills to everyday life situations. Functional skill competencies are presented in chapters which cover language, reading and mathematics. A chapter on behavior management suggests instructional procedures which include modeling, shaping, feedback, prompting, chaining and fading to increase probability of success. Because substantial numbers of young persons will not graduate from formal secondary programs, one chapter targets competencies required to complete the High School Equivalency Exam (GED).

The vocational and independent living skills materials presented are important for vocational educators, guidance personnel and teachers who recognize that activities and materials for this population should be tied to daily life and allow for active participation. An anticipated outcome should be a demonstration of skills in functional residential, leisure, community and vocational settings. The numerous forms, inventories and protocols included are designed for use by a wide range of secondary special education teachers and support personnel.

Wehman, P., & Hill, J. W. **Competitive Employment for Persons with Mental Retardation: From Research to Practice.** Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University, Richmond, VA 23284-0001. 1985. 428 p. $8.50. Funded by the U.S. Department of Education, this document is essentially a compilation of research papers and other articles concerning the employability of people with mental retardation. Four major areas are presented within the monograph. These include general papers related to employment of mentally retarded persons, transition from school to work, parent involvement, and behavioral training strategies. The section on transition is particularly important as it discusses the employment outlook for mentally retarded youth after leaving school. The role of the public schools is discussed, as well as instructional guidelines and curriculum suggestions for students at all school age levels. Each of the articles in the book contains an abstract and an extensive reference section for further readings.

PLANNING GUIDES

Horton, B., Maddox, M. et al. **Adult Transition Model: Planning for Postschool Services.** Edmark Corporation, P.O. Box 3903, Bellevue, WA 98009. 1984. 120 p. $16.95. According to the authors of this model, successful adult living is measured by productivity, independence, and integration into the community. Therefore, the objective of their transition model is to arrange for opportunities and services that will enable a developmentally disabled individual to attain these goals. In addition, it is their hope to bridge the gap between services provided by the public schools and those available from a variety of postschool community agencies. The purpose of the model is to provide direction to local education agencies, state mental retardation or mental health agencies, and parents of secondary age developmentally disabled students, to accomplish the following: 1) prevent interruption of needed services, 2) offer guidance in locating vocational and residential placements, 3) provide assistance to students and parents in preparing for adult living environments, and 4) facilitate planning among parents, schools, and agencies.

The **Adult Transition Model** is divided into four activity areas — administration, parent education, staff education, and student training. There is a list of strategies for each area which indicates what action is required, who should conduct the activities, when they should be conducted, and what amount of time will be needed. Included with the strategies are explanations, guidelines, and forms, all of which may be duplicated. *Administrative strategies* are those performed directly by local agency administrators, including establishing informal contact procedures, identifying students who are potential clients, referring parents to appropriate postschool service agencies, and exchanging information regarding individual students. *Parent education activities* are conducted jointly by special education teachers, parents, and agency staff members. These strategies involve parents in the planning of postsecondary services and increase their awareness of the available services, as well as alleviating their concerns and fears.

The *staff education* section of the model presents activities to prepare staff to work with students, parents, and agencies in the transition process. This includes the distribution of information packets about local agencies and services, conducting inservice programs, and gathering information concerning postsecondary facilities. In the *student training* section, the authors offer strategies for developing a transition goal for each student, engaging in program planning for students, and conducting a student follow-up. Finally, the model contains a section on monitoring transition activities, including a strategy outline, an evaluation plan, and a materials index.

Parrish, L. H., & Kok, M. R. **Procedures Handbook for Special Needs Work-Study Coordinators.** Aspen Systems Corporation, 1600 Research Blvd., Rockville, MD 20850. 1985. 167 p. $35.00. Written as a how-to manual, this book provides the techniques necessary to run an effective job-training program for special needs students. The initial chapter deals with the responsibilities of the coordinator, the standards for assessing a program, and analysis of common local policies. Also covered are classroom instruction techniques, methods of coordinating employment, and parent involvement. Individual chapters concentrate on the development of the coordinator's skills in counseling, salesmanship, public relations, and management. Labor laws and regulations are explained, and a recommended list of resources is included. The final pages are forms to be used by coordinators, students and/or employers, which may be duplicated for classroom use.

TEST

The **Inventory for Client and Agency Planning (ICAP)** is designed to assist in the screening, monitoring, management, planning, and evaluation of services for handicapped individuals. Primarily a device for program and client management, rather than a detailed scale for planning individualized training programs, the **ICAP** can assist in making initial decisions about service needs and can be used to periodically evaluate an individual's behavior changes and participation in different service arrangements.

The **ICAP** records important descriptive information, diagnostic status, functional limitations and needed assistance, adaptive behavior skills (including motor, social interaction/communication, personal living, and community living skills), problem behaviors, and accompanying normative scores. It also provides residential placement information, daytime program information, support services, leisure activities, and recommendations for individual clients of all ages. In addition **ICAP** can be used to aggregate information about service needs across groups of clients and can serve as a basic component of an organization management information system. The **ICAP** includes 77 adaptive behavior items and the Problem Behavior Scale from the *Scales of Independent Behavior (SIB)* and was normed on the same national sample. (See the April, 1985 issue of the **PRISE reporter** for a description of the *SIB*.)

Information is recorded in a 16-page checklist-format response booklet by a respondent who sees the client on a day-to-day basis; completion time is approximately 20-30 minutes. Extensive training in test administration is not necessary. Information on the results of construct validity, content validity, and criterion related validity is reported in the technical manual, along with information about reliability for **ICAP** scores on measures of internal consistency, stability, and agreement among raters.

PRISE reporter is published by the Pennsylvania Resources and Information Center for Special Education, Marianne Price, Director. PRISE is a project funded by the Pennsylvania Department of Education, Bureau of Special Education, through P.L. 94-142, and is administered, managed and supervised by Montgomery County Intermediate Unit #23, Erdenheim, Pennsylvania, Dennis Harken, Executive Director.

The policy of MCIU #23 is to provide equal opportunity in all of its educational programs, activities and employment. In compliance with Title VI, Title IX, and Section 504 no person will be subject to discrimination on the basis of race, color, religious creed, national origin, sex, age, or handicap. The opinions expressed herein do not necessarily reflect the position or policy of PDE or MCIU #23, and no official endorsement should be inferred.

Commonwealth of Pennsylvania
Dick Thornburgh, Governor

Department of Education
Margaret A. Smith
Secretary

Division of Federal Programs
and Special Projects
William F. Ohrtman, Chief

Inventory for Client and Agency Planning (ICAP). DLM Teaching Resources, P.O. Box 4000, One DLM Park, Allen, TX 75002. 1986. Complete Kit (includes Manual, 25-16 page Inventory Record Forms) $60.00. Additional 25 Record Forms $30.00.

RESEARCH BRIEF

Study Explores Employment Status of Handicapped Youth

This study investigates the factors associated with the employment of handicapped youth. Four hundred sixty-two (462) students from nine (9) Vermont school districts were identified who had graduated, dropped prior to age 18, or left high school at 18 or older without graduating, between 1979 and 1983, and who had received special education services. A structured survey instrument was developed by project staff in consultation with state and local education personnel. The instrument was reviewed by a panel of experts in special education, vocational education, and rehabilitation. Information about training history, use of social services and current employment status was obtained through personal interviews with 301 youth. Student records provided additional information regarding educational history, age and community demographics.

For analyses, the authors conceptualized variables as predictors, outcomes, or controls. They report relationships between predictors related to secondary and postsecondary training and vocational experiences, and outcomes related to employment, controlling for gender, location and high school programs. Results with the 301 youth demonstrated that over half of the sample were employed, with most finding jobs through the "self-family-friend network" as opposed to more institutional means. Outcomes also indicated that part-time or summer work during high school were predictors of percentage of time employed since high school and current wages.

The authors recommend that this search be replicated in other states and include more metropolitan areas. Further investigation should be made into specific teaching strategies and programs which lead to employment. Special and vocational educators need to reassess those strategies which they have found lead to positive employment outcomes for handicapped youth.

Hasazi, S. B., Gordon, L. R. & Roe, C. A. **Factors Associated with the Employment Status of Handicapped Youth Exiting High School from 1979 to 1983.** *Exceptional Children*, 1985, 51(6), pp. 455-469.

PRISE reporter

200 Anderson Road
King of Prussia, Pennsylvania 19406

Non-Profit Org.
U.S. POSTAGE
PAID
Permit No. 541
Norristown, Pa.

ADDRESS CHANGE REQUESTED

PAIS reporter
issues and happenings in the education of handicapped students
no. 17, June 1986

pennsylvania resources and information center for special education 200 Anderson Road, King of Prussia, Pa 19406. 215/265-7321

IS THERE A RECIPE FOR EFFECTIVE INSTRUCTION?

Sandra L. Christenson
Instructional Alternatives Project
University of Minnesota
Minneapolis, MN

The decade of the 1980's has brought a renewed search for excellence in the educational arena. Classroom teachers, administrators, school psychologists, special educators, parents and students are all concerned about the effectiveness of instruction. While educational research since the 1970's has identified variables associated with improvement in student achievement, most of this research has been conducted with regular education teachers and students. However, in the past five years investigation of these variables has been extended to include special education settings.

In the fall of 1984 the Instructional Alternatives Project was initiated at the University of Minnesota to study instructional effectiveness for both handicapped and nonhandicapped students. Under the direction of Dr. James Ysseldyke, the long range goal of the five year project is to evaluate the effectiveness of alternative interventions for increasing engaged time and achievement for these students. The aim of the Project is to identify interventions, characterized by principles of effective instruction, that teachers are finding successful with different kinds of students in varied instructional groupings and settings.

The following discussion explores the possibilities for developing a "recipe" for effective instruction for all students, considering: a) the possible "ingredients" (or **characteristics**) necessary for a successful outcome, and b) the frequency and form (or **practices**) appropriate for various types of students and educational settings.

Characteristics of Effective Instruction

The following characteristics are among those that research has identified as being associated with instruction that promotes positive academic outcomes for all students.

Instruction is guided by systematic planning.

- Consideration is given to: a) student characteristics (e.g., skill level, prior knowledge, behavioral and motivational needs, interests); b) task characteristics (e.g., complexity and length of assignments); and c) classroom characteristics (e.g., physical space, grouping arrangements).

Instructional goals are established.

- Based on the student's instructional needs, goals identify what the student is *to learn*, not what the student is to do.

There are high, realistic expectations for student learning.

- Expectations for task completion, accuracy, classroom participation, and use of classroom time are communicated explicitly.
- The student knows how to demonstrate mastery on assigned tasks.
- The student is held accountable for completion of quality work; unfinished or inferior work is corrected to comply with teacher expectations.

The instructional process involves specific events.

- An adequate overview, which focuses the student's attention, includes review of previous work and introduction of what is to be learned.
- Concrete example, teacher demonstration, explicit verbal explanation, and modeling are used in presenting the lesson content.
- Thinking skills required to complete the tasks are modeled for the student. For example, modeling the thinking processes used in applying context clues in reading is emphasized; teaching the label "context clues" is less critical. Learning strategies for memorizing, reasoning, and evaluating are taught directly.
- Directions for independent practice activities are clear and contain a sufficient amount of information. The appropriate length is indicated, and the directions are sequenced logically. Technical vocabulary is defined and accompanied by several examples. For many students, an understanding of task directions should be checked twice!
- Guided practice opportunities are provided to check the student's understanding, supply feedback, and correct errors. Completing several problems under close supervision of the teacher is a critical step, one often omitted or too quickly performed during instruction.
- While sufficient opportunity to practice the skill/content is essential, practice does not always make perfect! Successful independent practice activities are those from which the student experiences an appropriate success rate on relevant tasks. Practice activities must be directly related to the content/skills presented; "busywork" does not promote achievement. A 70% success rate is considered appropriate for initial practice activities, while a 90-100% rate is needed for maintenance and mastery of skills. In the area of basic skills, practice must be continued to the point of becoming automatic. Therefore, speed drills and systematic reviews are important for optimal learning.
- Systematic application of the principles of learning, (e.g., reinforcement, motivation, transfer) assists students in acquiring, maintaining, and applying skills learned.

Techniques are used which foster student motivation.

- The purpose of the lesson (why it is important for the student) is emphasized. Extrinsic motivators (e.g., charts, rewards) are not used routinely.
- Interesting, varied materials and assignments are used. Lessons are presented with enthusiasm.

The student is actively involved in learning.

- Time allocated to academic activities is high, and the student's engaged time is maximized. The unengaged student is redirected to assigned tasks.
- A high degree of teacher-student interaction is achieved through discussion and questioning. Cues and prompts are

used to "lead" the student to the correct answer.
- The student has ample opportunity to respond and is expected to respond regardless of ability level.
- The what, why and how of lesson objectives are repeated frequently.

Feedback and corrective procedures are frequent, immediate, and specific.
- General praise does not promote significant achievement gains. The student must be told explicitly what makes an answer correct or incorrect. Process feedback (providing explanation and guiding the student to the right answer) is used, rather than terminal feedback (e.g., yes, no, right, wrong).
- Instruction is adjusted to maintain an appropriate success rate. Changes in materials, teaching methods, instructional groupings, instructional pace, or goals are used to reteach skills.

Student progress is monitored closely.
- Careful monitoring of student responses, particularly during independent practice, is critical. Student errors trigger the need for reteaching and use of alternative teaching strategies.
- Direct and frequent measurement of student performance (error analysis on daily work, weekly tests, and unit tests) is used. This ensures the student is tested on the content which has been taught.
- Subsequent instructional decisions are based on student performance. Progress through the curriculum depends on a predetermined level of mastery on specific goals. Instruction is provided until the student makes only infrequent careless errors.

Classroom management is efficient.
- Rules and expectations are communicated clearly and established during the first few weeks of school. Behavioral disruptions are handled promptly.
- Instructional routines are well organized and directly taught. Materials are easy to find, procedures for seeking assistance are established, and transitions between lessons are brief.
- Classroom atmosphere is productive, yet supportive.

In summary, effective instruction is characterized by: teaching to an objective at the appropriate level of difficulty; the use of a teacher demonstrate-student demonstrate-student practice instructional sequence; clear, understandable task directions; active student participation; active teacher monitoring of student responses and engaged time; and continuous adjustment to correct student errors. Essential teaching functions include accurate diagnosis of a student's instructional needs, a well-developed lesson presentation, task-relevant practice, and regular feedback and correctives.

Practices of Effective Instruction

Awareness of the above characteristics identified with effective instruction offers an invaluable foundation for maximizing learning for all students, whether proficient, average or handicapped learners. However, one must also consider the setting for the instruction. How the ingredients of the recipe are delivered — or the practices of effective instruction — will not be the same in a mainstream classroom of 25 students as in a special classroom of 2 - 5 students.

For example, let us consider the characteristic of effective instruction which calls for a high degree of substantive teacher-student interaction. In special classes, a student's opportunity to respond is increased naturally by the reduced teacher-student ratio. Sitting with the student, observing and engaging in a verbal interchange involving questions, prompts, reteaching, and monitoring of student responses and success rate promotes active student involvement. In a mainstream class, however, different techniques must be utilized if one is to increase a student's academic response from once every 25. Possible strategies include choral responses; hand signals to indicate yes, no, don't know; working problems on a chalkboard; pairing with peers; and computer-assisted instruction. However, each of the characteristics of effective instruction outlined in this article is important to optimize academic outcomes for a student, even though the form will vary as a function of setting.

Is there a recipe for effective instruction?

Yes and no. Yes, research has identified ingredients important for increasing student achievement. No, there is no exact frequency and no specific method for delivering these ingredients. Instruction involves making many decisions: how much feedback Susie needs, how much guided practice Bill needs, how best to involve Jan in learning a skill or concept, how to plan instruction to include the essential ingredients, and so on. The recipe for effective instruction for Jan may or may not look different from that for Bill and Susie. As a teacher, one must attend to the inclusion of basic ingredients as well as modifying delivery to match the needs of the students and the setting. This is what makes teaching a difficult, challenging, and creative task.

(Those of us involved in the Instructional Alternatives Project are interested in your suggestions about how to increase engaged time for students. For further information about the Project or to contribute your instructional techniques, please contact Sandy Christenson, Department of Educational Psychology, University of Minnesota, Minneapolis, MN 55455.)

Sandra Christenson is currently completing her doctoral dissertation at the University of Minnesota. She has 15 years of experience as a school psychologist. Her particular areas of interest include instructional interventions for handicapped and nonhandicapped students, school consultation, counseling parents of handicapped children and adolescents, and parent education.

CURRENT CITATIONS

Hawley, W. D., Rosenholtz, S. J., et al. **Effective Teaching.** *Peabody Journal of Education*, 1984, 61(4), pp. 15-52. The contents of this journal, presented in monograph form, give the reader a review of what research says about improving student achievement. The second monograph, **Effective Teaching,** deals with practices and behaviors that constitute a technology of effective teaching. Several themes permeate the authors' review. The first is that there is no one best instructional system but that the teacher must consider the students being served and the stated learning objectives in selecting appropriate strategies. The second is the improtance of resources, especially human, in helping students to learn. When the teacher is the only available resource, whole class instruction probably succeeds to a greater extent than a more complex type, such as individualized instruction. The critical role of classroom management is the third theme. Appropriate management strategies must accompany instructional services—what works for whole class instruction may be inappropriate in a multi-task classroom.

Keeping in mind the above themes, the authors state that effective teaching involves the interplay of several strategies applied in combination. Thus effective teachers will: 1) optimize learning time through class management (including structuring physical space, managing time, and giving students responsibility); 2) reward student achievement appropriately, allowing all to succeed; 3) hold and communicate high expectations for student performance, regardless of academic level; 4) utilize interactive teaching practices, allowing students to become actively involved with material presented; and 5) select a mix of instructional settings appropriate to learning tasks, and which limit the amount of time low and middle achieving groups spend in homogeneous groups.

Lovitt, T. C. **Tactics for Teaching.** Charles E. Merrill Publishing Co., Division of Bell & Howell Co., 1300 Alum Creek Drive,

Columbus, OH 43216. 1984. 344 p. $16.95. This book presents teaching tactics on reading, arithmetic, independence and classroom management. Each technique provides a wide variety of approaches and gives an outline of procedures for implementing it. The major section of the book concerns the teaching of reading. The tactics in this area range from the basics of beginning reading to techniques for developing comprehension and vocabulary. The arithmetic section largely concentrates on the teaching of the four basic processes: addition, subtraction, multiplication and division. The third section of the book contains tactics to help children in developing independence and self-management. Some strategies address specific aspects of independence (e.g., counting and correcting), while others promote a wider range of self-management skills, including personal organization, self-evaluation and self-directed learning. In the classroom management section two general types of tactics are considered: those designed for individuals and those suitable for groups of students. Almost all the techniques in this book are backed by research and have been tested in the classroom.

Stowitschek, J. J. et al. **Direct Teaching Tactics for Exceptional Children: A Practice and Supervision Guide.** Aspen Systems Corporation, 1600 Research Blvd., Rockville, MD 20850. 1984. 175 p. $33.00. This book is designed to assist teachers to develop, improve upon, and utilize teacher-child interaction tactics which are referred to as "direct teaching tactics." Part I is devoted to planning, measurement, and developing of consequation skills, all of which are prerequisite to the successful employment of direct teaching tactics. Also the authors present direct teaching tactics which are appropriate for individual and group classroom use. Part II pertains to the supervision of teachers who are learning direct teaching tactics and is to be used by a practicum course instructor or special education district supervisor. Supportive materials and forms are included in the appendix to make it easier for teachers to immediately begin using the procedures.

INSTRUCTIONAL MATERIALS

PLA - ACT: A Language Remediation Program is a set of twelve updated fairy tales in play form, to be performed by and for children 6 to 12 years of age who are language delayed, language disordered, or learning disabled. The plays are adapted to include vocabulary, idioms, and concepts difficult for these students. The program helps develop memory, retrieval, and listening skills and builds self-esteem and social skills. It can also be used by hearing-impaired or children with English as a second language. Components include: a Professional's Guide with a description of the program, its development and use; and an Instructional Manual which contains scripts, pre/post tests, lexical references, and guidelines for presenting and producing each play. A package of additional scripts, and oral and written exercises and activities are included.

Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, OH 43216. 1985. $40.00.

Reach Out and Teach: Meeting the Training Needs of Parents of Visually and Mulitply Handicapped Young Children is a program for parents in rural or underserved areas to use alone, or with the guidance of a teacher of the visually handicapped or early childhood special education. It is composed of a Parent Handbook, a Reachbook, a Teacher's Manual, and a slide/tape presentation. The Parent Handbook contains information on early childhood development with activities and training techniques in motor and cognitive development. The Reachbook is a companion workbook/babybook for keeping records of the child's progress in specific skills. The set of slides illustrates many of the concepts in the Parent Handbook, and the Teacher's Manual helps teachers adapt the materials for their own use. The Modules which give behavioral objectives to be accomplished by the parents are—Getting Started: Learning About Learning; Talking it Over: You, Your Family and the World; Taking Off: Motor Development; Picking Up: Using One's Hands to Learn About the World; Coming Across: Daily Living and Communicating; Thinking it Through: Knowing Oneself and Understanding the World; and Looking Ahead: the School Years and Beyond.

American Foundation for the Blind, 15 W. 16th St., New York, NY 10011. 1985. Parent Handbook and Reachbook, available as a set only: $25.00. Slide-tape/Teacher's Manual, available as a set only: $150.00.

TEST

The **Instructional Environment Scale (TIES)**, developed by James Ysseldyke and Sandra Christenson, and available shortly from Pro-Ed Publishers, is a comprehensive method for assessing the learning environment for an individual elementary school student. **TIES** is used to gather data on 12 interrelated components of an effective instructional environment: Instructional Presentation, Classroom Environment, Teacher Expectations, Cognitive Emphasis, Motivational Strategies, Relevant Practice, Academic Engaged Time, Informed Feedback, Adaptive Instruction, Progress Evaluation, Instructional Planning, and Student Understanding. Through observation, student interview and teacher interview, **TIES** is designed to help school personnel formalize and systematize the description of a student's instructional environment.

There are two major purposes for using **TIES**: 1) to systematically describe the extent to which a student's academic or behavioral strengths and weaknesses are a function of factors in the instructional environment, and 2) to identify starting points in designing appropriate instructional interventions for individual students. As such, the scale ties assessment to intervention. In addition to description and intervention planning, **TIES** can be used in prereferred intervention, consultation, IEP development, progress monitoring, and research. **TIES** is *not* designed to evaluate teachers, compare one student's instructional environment to other students' instructional environments, or compare school districts.

For further information about **TIES**, contact Dr. James E. Ysseldyke, University of Minnesota, 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455.

VIDEOCASSETTE

Tom Good and Doug Grouws have established their program, **Teaching Mathematics Effectively**, through the observation of teachers who have been successful in teaching mathematics to their elementary and secondary students. According to the authors, every lesson should begin with a review of the previous day's lesson, the checking of homework, and a few exercises of mental computation. All of this should take no more than ten minutes. This is followed by the development of the day's lesson, which begins by checking to be sure that students possess the prerequisite skills needed for the lesson. Next, it is necessary to develop an understanding of the material through explanation and demonstration. Finally, the teacher should assess comprehension and repeat the lesson if necessary. It is also important for the teacher to provide controlled practice which will allow the student to develop accuracy, proficiency, and speed. Before students leave class, a homework assignment should be made. The process continues daily, and every Monday there should be a review of the previous week's work with a comprehensive review every fourth Monday.

¾" U-Matic Videocassette/30 minutes/color/$195.00

Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.

RESEARCH BRIEF

Study Examines Effective Teaching in Special Education

Although the literature contains extensive material on the subject of teacher effectiveness, most research has focused on teachers in regular classroom settings. Findings in this area indicate that three general, direct instructional practices have been consistently linked to pupil achievement:

1. Teachers who maintain a brisk pace and a high rate of progress through the curriculum produce greater student academic gains than teachers who do not.
2. Teachers with expertise in providing successful practice at levels of 80% accuracy or higher positively influence the performance of low achieving students.
3. Teachers with skill in providing immediate teacher feedback (e.g., reinforcement, prompts, hints) following correct responses and errors produce greater learning than teachers who do not provide immediate feedback or who tell correct answers following errors.

The research study by Carol Sue Englert examines these findings in relation to the special education classroom. Twenty-eight preservice teacher interns, enrolled in a special education practicum course, participated in the study. Fifty-two special education students who were being tutored by the teacher interns also participated. The Direct Instruction Observation System (DIOS) was used to measure the teachers' general classroom management practices. Specific teaching behaviors were also recorded. Pupil performance was recorded by use of progress records and criterion-reference tests.

Results show that more effective teachers differed significantly from their less effective counterparts in several respects. For example, more effective teachers obtained more correct responses from their students by proceeding in small steps and offering frequent opportunities for students to practice new knowledge and skills until overlearned. This supports previous research which indicates that many mildly handicapped children require the opportunity for repeated practice and overlearning to adequately retain newly presented concepts. In addition, more effective teachers maintained a brisker pace and used specific lesson strategies such as stating the objective, presenting many examples, providing error drill, and implementing precueing techniques to maintain high levels of academic success. The authors conclude that their study supports prior research carried out in regular classrooms, which has shown the importance of teaching pace, feedback and the opportunity to practice as they relate to student learning.

Englert, Carol Sue, **Effective Direct Instruction Practices in Special Education Settings.** *Remedial and Special Education,* 1984, 5(2), pp 38-47.

PRISE reporter is published by the Pennsylvania Resources and Information Center for Special Education, Marianne Price, Director. PRISE is a project funded by the Pennsylvania Department of Education, Bureau of Special Education, through P.L. 94-142, and is administered, managed and supervised by Montgomery County Intermediate Unit #23, Erdenheim, Pennsylvania, Dennis Harken, Executive Director.

The policy of MCIU #23 is to provide equal opportunity in all of its educational programs, activities and employment. In compliance with Title VI, Title IX, and Section 504 no person will be subject to discrimination on the basis of race, color, religious creed, national origin, sex, age, or handicap. The opinions expressed herein do not necessarily reflect the position or policy of PDE or MCIU #23, and no official endorsement should be inferred.

Commonwealth of Pennsylvania
Dick Thornburgh, Governor

Department of Education
Margaret A. Smith
Secretary

Division of Federal Programs
and Special Projects
William F. Ohrtman, Chief

DISSEMINATION HAPPENINGS

National Diffusion Network

The following program is available for adoption or adaptation through the National Diffusion Network (NDN). For further information on this or other NDN programs, Pennsylvania educators should contact the State Facilitator, Research and Information Services for Education (RISE), 725 Caley Road, King of Prussia, PA 19406. Telephone 215/265-6056.

Process of Teaching Basic Reading Skills in Secondary Schools

This project provides inservice workshops to help secondary teachers manage class time and student behavior in classes designed for students in grades 7 - 12 needing basic reading skills. The suggested strategies are based on research findings which identified processes related to reading gain in basic reading classrooms. The project developed seven 2½ hour teacher workshops, the first of which presents an overview of the research findings. In the second, teachers are given individual profiles, prepared from observations conducted in their classrooms, together with recommendations for changes in their teaching behavior. The third workshop provides recommendations for student motivation and behavior management, and the fourth is focused on structuring classroom activities and efficient management of time. The fifth workshop deals with question-asking techniques and with supportive and corrective feedback; diagnostic tests for use by classroom teachers and appropriate reading materials are also shared. At semester's end, teacher observations are conducted to determine whether recommendations have been followed. New profiles are prepared so that changes in teacher behavior may be examined at the sixth and seventh workshops.

PRISE reporter

200 Anderson Road
King of Prussia, Pennsylvania 19406

Non-Profit Org.
U.S. POSTAGE
PAID
Permit No. 541
Norristown, Pa.

ADDRESS CHANGE REQUESTED